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ABSTRACT

The report discusses the findings of a study on the reading and writing demands of college-level courses at Maryland's Charles County Community College (College of Southern Maryland as of July 1, 2000). The Language and Literature Department wanted to determine whether its developmental courses were actually preparing students for the reading and writing demands in college-level classes. The results of the survey were used to re-evaluate and revise the developmental English and reading course objectives. Data from a survey of all full-time and part-time faculty revealed that students are expected to perform a significant number of sophisticated reading and writing tasks at the freshmen and sophomore levels. Information about writing assignments revealed that of the 216 faculty respondents, 36 percent required research papers, 14 percent journals, 28 percent essays, and 19 percent summaries. The survey revealed various other issues that should be addressed in the future, such as reading and writing prerequisites for certain college-level courses, student attitudes that inhibit their ability to learn and persist, and supplemental support for developmental students. The report includes an overview of the most frequent faculty comments, from which some of the more valuable information came. Attachments contain faculty survey instruments, data from the survey, and the revised syllabus for the developmental classes. (JA)

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KELLOGG INSTITUTE

FINAL REPORT

PRACTICUM 1999

Using a Faculty Survey of College-Level Reading and Writing Requirements to Revise Developmental Reading and Writing Objectives

Kathleen Colarusso
Charles County Community College
May 19, 2000

ED 448 823

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ABSTRACT

A survey of all full-time and part-time faculty was done to determine the actual reading and writing demands of college-level courses at Charles County Community College (College of Southern Maryland as of July 1, 2000). The data revealed that students are expected to perform a significant number of sophisticated reading and writing tasks at the freshman and sophomore level. The results of the survey were then used to re-evaluate and revise the developmental English and reading course objectives.

INTRODUCTION OF STUDY

Background

Because of its open admissions policy, Charles County Community College (College of Southern Maryland as of July 1, 2000) has many students test into developmental English and reading classes. Therefore, providing the appropriate curriculum for these courses is essential.

Problem

The Languages and Literature Department wanted to determine whether its developmental courses were actually preparing students for the reading and writing demands in college-level classes. A faculty survey was suggested as a possible method of acquiring this information.

Literature Review

A literature review was done to determine whether a survey would be an efficient way to determine the reading and writing demands of the college-level classes. The review showed that a survey could be a helpful tool but also revealed several important questions that needed to be addressed before the survey could actually be administered:

1. Is there a clearly defined objective for administering the survey?

   Those creating the survey needed to know what kind of information they wanted and how they were going to use it (Gay, p. 308).

2. What population should be surveyed?

   The population surveyed would be determined by the nature of the material being surveyed and the uses for which the results would be applied (Gay, p. 308).

3. Should the survey be filled out anonymously?

   A "major problem with anonymous questionnaires is that follow-ups to improve the return rate are impossible." However, people are often less honest when they have to sign the surveys (Gall, p. 295).

4. Should a sampling or pilot of the survey be done?

   Piloting surveys is highly recommended so that possible problems can be addressed early (Gall, p. 298).

5. Are the limitations of the survey understood?

   There is usually a "low response rate" and "the ways to check the reliability and validity of questionnaire items are limited" (Berdie, p. 20).

6. What should be the subject matter of each question?

   Authorities agreed that "each question should deal with a single concept " (Gay, p. 197).

7. How long should the survey be?

   In order to encourage responses, the survey should be "as short as possible" (Gall, p. 294).

8. How should each question be worded?

"The ideal survey question is one that will be interpreted in precisely the same way by every survey respondent" (Gay, p. 315). It should also be straightforward and should avoid negative and vague wording (Gall, p. 294).

9. How should the questions be structured?

   Often multiple choice questions are used, and "an 'other' category /is added/ in case none fit" (Gay, p. 196).

Purpose

The Languages and Literature Department decided to create, administer, and evaluate a survey to acquire adequate information about actual reading and writing requirements to re-evaluate its developmental reading and writing objectives.

Statement of Goals and Objectives

Clearly defined goals and objectives for the study were established before any other work was begun:

1. To give faculty members teaching college level courses the opportunity to provide information about actual reading and writing demands in their classroom using a faculty survey.
2. To analyze the results of the faculty survey.
3. To set up a meeting with developmental reading faculty to discuss existing reading objectives and to compare them with a standard list of reading objectives and the results of the survey.
4. To set up a meeting with developmental writing faculty to discuss existing reading objectives and to compare them with a standard list of writing objectives and the results of the survey.

5. To revise developmental reading objectives.

6. To revise developmental writing objectives.

Limits

As with all surveys, this one would be limited by the willingness of faculty members to participate in the survey. Also, it would be limited by the ability of the survey makers to create clearly worded and objective questions that would elicit the responses needed to obtain a clear picture of the reading and writing demands of the college level courses.

Population

Since approximately 50 percent of college classes are taught by part-time faculty, the survey needed to be administered to all part-time and full-time faculty in the following academic departments: Biological and Physical Sciences (BIO); Business, Economics, and Legal Studies (BUS); Fine Arts and Humanities (FIN); Languages and Literature (LAN); Mathematics, Physics, and Engineering (MTH); Nursing and Health Technology (NUR); Social Sciences, Human Services, and Teacher Education (SOC); and Technical Studies (TEC).

Importance of Study

The successful completion of the survey and creation of new objectives could significantly improve the nature of the developmental reading and English courses.

PROCEDURE OF THE STUDY

Preparation of Survey

The literature review provided the information necessary to structure a successful survey. In addition, Jane McCabe of Pima County Community College provided the

Languages and Literature Department with a copy of a survey used in 1995 to improve the reading program at her college (See Attachment B). Since it had been carefully constructed with the aid if the college's institutional research department, it was used as a model. During the fall of 1999, the survey slowly evolved as components of the Pima County survey were revised and changed to fit the needs of the college.

Faculty members from five departments were then asked to do a pilot of the survey. Their reactions were used to revise the survey once again. The college's institutional research department also provided further suggestions about the structuring of the survey. After several minor changes, the one-page survey was completed (See Attachment C).

Administration of Survey

Since the desire for honest answers overrode the need to insure a high return rate, th rveys would be filled out anonymously. However, acquiring an accurate count of all full-time and part-time faculty and part-time faculty during the fall 1999 was difficult because part-time numbers vary considerably from semester to semester. Contacting each department office manager separately provided the most accurate count: 376 part-time and full-time faculty. Since many faculty members teach more than one type of class, two copies of the survey were sent to all instructors so that they could fill out a separate survey for each kind of course taught. That resulted in 752 surveys.

The surveys were distributed at the end of October. To improve response, the surveys were distributed to each department chair with an accompanying cover memo from Dr. Troiano, Chair of the Languages and Literature Department (See Attachment D). Also included was a cover memo asking each faculty member to fill out the survey

and return it to his/her office manager (See Attachment E) the Wednesday before Thanksgiving to avoid the rush of the end of the semester.

RESULTS OF THE STUDY

Objective #1: To give faculty members teaching college level courses the opportunity to provide information about actual reading and writing demands in their classroom using a faculty survey.

All faculty members were provided with survey forms that allowed them to contribute valuable information about the reading and writing demands of their courses.

However, as the surveys were returned, certain unexpected complications came to light. Since the surveys were filled out anonymously and no place had been provided for the instructor to show whether this was the only survey completed, it was impossible to obtain a totally accurate account of how many different faculty members filled out the surveys. Also, unfortunately, several faculty members failed to fill out the department or content area portion of the survey and returned their forms to the Languages and Literature Department, not their office managers. Therefore, a totally accurate account of the number of forms completed by department is unavailable.

Two hundred twenty-six survey forms were returned. However, only 216 were included in the final tally because 10 provided information about reading and writing demands in developmental, not college-level, courses. If every person who participated in the survey turned in two survey forms, 108 people participated in the study, providing a 30 percent return rate from 376 faculty members. However, more realistically, most people turned in only one survey form. If each form turned in was from a different person, the rate would be 60 percent. So the truth is somewhere in between.

Objective #2: To analyze the results of the faculty survey

Statistical Information. After the survey forms were returned, the raw scores were tabulated by department. These results were then placed on a spread sheet and percentages were calculated (See Attachment F). An overview of significant aspects of the results follows.

Ninety-six percent of the completed forms were filled out for 1000 level (freshman) courses, which are generally taken by developmental students at the same time as or just after taking developmental courses. Seventy-seven percent of the courses are still taught in the normal classroom format.

The data on type and amount of reading material was also valuable. In 96 percent of the classes students still read the traditional textbook, but 38 percent of the classes also require reading of journal articles, and 37 percent require reading of lecture notes. Students are still expected to do a significant amount of reading with 33 percent reading 200-400 pages; 28 percent, 400-600; 13 percent, 600-800; and 6 percent 800-1000. Sixty-four percent of the faculty felt the average level of difficulty of reading material was undergraduate years 1 & 2 while a significant minority (21 percent) felt the material was high school level. When asked how the majority of their students handled their reading assignments, only 22 percent said "not well" while 56 percent said "adequately" and 20 percent said "very well."

Instructors revealed the use of a variety of test/evaluation formats with a high percentage of material requiring higher level thinking skills: 54 percent used essays; 56 percent, short answer; and 40 percent, problem solving. There was also 32 percent use of

collaborative efforts, showing the importance of group activities. Also, 81 percent of instructors say their test questions come from their text or other written material.

Information about writing assignments was also revealing. Of the respondents, 36 percent required research papers, 14 percent journals, 28 percent essays, and 19 percent summaries. When asked how students handled writing assignments, only 17 percent of the faculty said "not well", while 53 percent said "adequately" and 12 percent "very well." Even though only 36 percent of those who responded required research papers, 55 percent required some sort of research.

In questions about amount of reading and writing assigned in relation to past years, the responses were very similar: for amount of reading material assigned, 10 percent said less, 69 percent about the same, and 11 percent more. For writing, 22 percent said less, 61 percent said about the same, and 15 percent said more.

One of the more subjective but interesting questions was the ranking of reasons students had difficulty with writing assignments. "Do not devote adequate time for writing assignments" was ranked 1 by 37 percent of the faculty, "Do not seem to understand the assignments" was ranked 1 by only 5 percent. "Do not organize information effectively" was ranked 1 by 19 percent, "Have difficulty with grammatical and mechanical aspects of writing was ranked 1 by 24 percent.

Survey Comments. Some of the more valuable information came from faculty comments. Although many comments were common to all departments, some were more common for certain disciplines. An overview of most frequent comments follows.

Types of writing assignments used as evaluation tools:

BIO Department: lab reports and summaries

BUS Department: research papers, essays, and summaries

FIN Department: research papers, summaries, essays, and book reviews

LAN Department: essays, research papers, summaries, and journals

MTH Department: no pattern because very few required

NUR Department: journals, research paper, book review, summaries

SOC Department: research paper, summaries, book/article reviews, essays, journals

TEC Department: research paper, lab reports, summaries

Unnamed Department: research paper

What support can the developmental reading program provide you?

BIO: teach patterns of organization, strategies for science texts, technical vocabulary

BUS: critical and analytical reading, comprehension, prerequisite reading course

FIN: critical reading and thinking, pick out and organize material, use real college level material, vocabulary development

LAN: time management, find main ideas and supporting details, teach dictionary, vocabulary and study skills, analytical skills, prerequisite reading course

MTH: strategies for content rich materials, read for understanding

NUR: Read more quickly, vocabulary, critical reading and comprehension, organization, prerequisite reading course

SOC: Use content from college classes, critical analysis, study skills, prerequisite reading course.

TEC: Technical reading practice, vocabulary, comprehension.

What support can the developmental writing program provide that would be most helpful to students enrolled in YOUR classes?

BIO: Organization and grammar, using scientific and technical terms

BUS: Organization and grammar, prerequisite writing class

FIN: Organization, summarizing, grammar, synthesizing

LAN: Grammar, mechanics, organization, supporting evidence

MTH: Organization and grammar

NUR: Organization and mechanics

SOC: Organization and development (supports), grammar

TEC: Technical writing, organization, and grammar

Unnamed: Organization and grammar

Objective #3 and #4: To set up meetings with developmental reading and writing faculty to discuss existing reading and writing objectives and to compare them with a standard list of reading and writing objectives and the results of the survey.

In April, reading and writing faculty and Dr. Troiano, Chair of Languages and Literature Department, met to look over the results of the survey, the old reading and writing course objectives, and a standard list of reading and writing objectives created by Dr. Barbara Bonham.

Other meetings were held in May to further discuss the reading and writing objectives.

Objective #5 and #6: To revise developmental reading and writing objectives.

During the April meetings, rough drafts of new reading and writing course masters were created, using data from the survey and Dr. Bonham's standard list of reading and writing objectives.

Then in May, another meeting was held to refine the rough drafts. The new course masters will be ready for distribution in the fall (See Attachment G).

CONCLUSION AND RECOMMENDATIONS

Findings

The study was extremely beneficial. It provided faculty members with an outlet for expressing their opinions about the reading and writing needs of their students while providing the Languages and Literature Department with data to help it revise the developmental reading and writing course objectives. In addition, the survey revealed other issues that should be addressed in the future such as reading and writing prerequisites for certain college-level courses, student attitudes that inhibit their ability to learn and persist, and supplemental support for developmental students. The attached impact letter (Attachment A) further reveals the overall effect of this study on Charles County Community College.

Problem Restated

As Charles County Community College has a large percentage of students testing into developmental reading and writing courses, it realizes that it needs to re-evaluate the developmental curriculum regularly in order to insure it is meeting the reading and writing needs of the students. That is why the faculty survey was created, administered, and evaluated.

Recommendations

In order to insure that the reading and writing needs of the students continue to be met in the future, the college needs to periodically re-evaluate college-level course demands, especially since new trends in course delivery are changing the college landscape.

References

Berdie, D. R. & Anderson, J. F. (1974). *Questionnaires: Design and Use.* Metuchen, NJ: Scarecrow Press, Inc.

Gall, M.D., Borg, W.R., & Gall, J. P. (1996). *Education Research: An Introduction.* 6th ed. White Plains, NY: Longman.

Gay, L.R. (1987). *Educational Research: Competencies for Analysis and Application.* Columbus: Merrill Publshing Co.

Charles County Community College

Kellogg Institute May 10, 2000

Dear Sir or Madam:

As a result of her participation in the Kellogg Institute, Kathy Colarusso has undertaken several projects, all of which are improving how we offer developmental reading and writing courses at Charles County Community College:

- A survey of the entire faculty to determine the amount and type of reading and writing professors require in credit, college-level courses in all academic disciplines.
  Although we are still collating the data from the surveys, we have already altered the curriculum of the developmental writing courses based on faculty input. In the next academic year, data from the survey will be used to evaluate and revise the curriculum for college-level English composition.

- Revision of the course masters for development English and reading.
  As a result of information gained at the Kellogg Institute, the course masters (the document that sets the parameters for all course sections) have been revised.

- Establishment of cohort groups in developmental math and English.
  Students in the cohort groups take back-to-back math and English classes. The two professors collaborate to reinforce student learning, and an advisor tracks student progress. Because the semester is not yet over, we cannot be sure how the success rates of the cohort groups will differ from those of other sections; however, we do know that retention and persistence are much higher.

- Investigation of online tutoring.
  Because we lack resources to provide adequate tutoring at our college, we are investigating systematically incorporating online tutoring services in the curriculum of developmental writing courses.

- Dissemination of information.
  Information from the Kellogg Institute and arising from all these projects is routinely shared with me, with the Dean of Arts and Sciences, and with faculty.

Mitchell Road, P. O. Box 910, La Plata, Maryland 20646-0910 Phone (301) 934-2251 (D.C.) 870-3008 (St. Mary's) 884-8131

As is evident from the strides our department has made in developmental education this year, Kathy's participation in the Kellogg Institute has been invaluable. We are grateful that she had the opportunity to participate.

Sincerely,

Edna M. Troiano

Edna M. Troiano, Chair
Languages and Literature

1. Area of instruction:_____

2. The predominate format for my classes is
   _____ Lecture (I talk more than 80% of the time).
   _____ Discussion (I talk less than 50% of the time.)
   _____ Lab
   _____ Other (explain)_____

3. Check all of the following materials that you assign students to read:

_____ single textbook	_____ layman's books (general introduction)
_____ journal articles	
_____ lab manuals	_____ lecture notes
_____ collections of essays	_____ novels or plays
_____ anthology	_____ poetry
_____ other (explain)_____	

4. I use the following test/evaluation format: (Check the appropriate ones. THEN check the level of thinking emphasized for each format.)

FORMAT	MEMORY	HIGHER LEVEL OF THINKING
_____ essays	_____	_____
_____ multiple choice	_____	_____
_____ true-false	_____	_____
_____ fill in blanks	_____	_____
_____ short answer	_____	_____
_____ problem solving	_____	_____
_____ lab reports	_____	_____
_____ other (explain)_____		

5. My test questions come from (check appropriate sources)
   _____both text and lecture _____primarily the lecture
   _____primarily the text _____ other (explain)_____
   _____

If you use writing as an evaluation tool, please fill out the following.

I assign approximately ____reports/research papers/in-class papers per semester.

The length of my writing assignments is *(Rather than an average, please specify in this way: 3 five-page essays & 1 ten-page essay)*

_____

I assign a paper or project that requires students to do library research. _____yes _____no

(over)

6. During the past five years, do you find you have assigned

_____ more reading material

_____ about the same amount of reading material

_____ less reading material

Comment:

7. How well would you say the majority of your students are able to handle the reading assignments in your course? (check one)

____ very well ____ adequately ____ not well ____ don't know

For those students who seem to be having difficulty with reading assignments, rank order what you believe to be the cause of their problems. LEAVE BLANK THOSE ITEMS THAT DONOT APPLY.

Assign a *1* to the most common cause, *2* to second most common, etc.

____ 1. Do not make the time to read assignments.

____ 2. Do not seem to be understanding what they read.

____ 3. Comprehend the material but don't study it.

____ 4. Lack of familiarity with English.

____ 5. Have difficulty with technical vocabulary.

____ 6. Other (explain)_____

8. What support can the Reading Program provide that would be helpful to students enrolled in YOUR classes? (Please check the ones thatwould be helpful to you.)

____more instruction in study/ critical reading in regular reading classes.

____reading courses emphasizing material from your content area.

____vocabulary courses for special disciplines

____labs where students can get support with reading in your subject area

____videotapes of demonstrations of reading techniques applied to materials used in your classes. These tapes could be viewed in class or in the library.

____other_____

9. Would putting students' reading levels on your roster be useful? (Check one) ____yes ____no

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Student Reading/Writing Skills and Expectations

Fill out a different survey for each type of course you teach.

1. Department and content area _____
   Course Level: ( )1000
   ( )2000

2. The predominant format for my classes is
   ( )classroom
   ( )lab
   ( )distance learning
   ( )self-paced
   ( )telecourse
   ( )other (explain)_____

3. Check all of the following materials that you assign students to read:
   ( )textbooks
   ( )journal articles
   ( )lab manuals
   ( )layman's books
   ( )lecture notes
   ( )literature (fiction, plays, poetry)
   ( )online texts
   ( )graphics (maps, graphs, charts, etc.)
   ( )other (explain)_____

4. Approximate number of pages of reading (including text) per semester you assign:
   ( )0-200
   ( )200-400
   ( )400-600
   ( )600-800
   ( )800-1000
   ( )other (explain)_____

5. Average level of difficulty of reading material:
   ( )high school/general audience
   ( )undergraduate years 1 & 2
   ( )undergraduate years 3 & 4
   ( )graduate/professional

6. How well would you say the majority of your students are able to handle their reading assignments in you course?
   ( )not well
   ( )adequately
   ( )very well
   ( )don't know

7. I use the following test/evaluation format: (Check all appropriate items)
   ( )essays
   ( )true-false
   ( )short answer
   ( )lab reports
   ( )oral presentations
   ( )multiple choice
   ( )matching
   ( )fill in the blanks
   ( )problem solving
   ( )collaborative efforts
   ( )other (explain)_____

8. When I give formal tests, my test questions come from (Check all the appropriate sources)
   ( )text (written material)
   ( )lecture
   ( )discussion
   ( )a combination of _____
   ( )other (explain) _____

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(OVER)

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research papers	____	____
journals	____	____
book reviews	____	____
essays	____	____
lab reports	____	____
summaries	____	____
other (explain)_____	____	____

10. How well would you say the majority of your students are able to handle the writing assignments in your course? (Check one)
    - ( ) not well
    - ( ) adequately
    - ( ) very well
    - ( ) don't know

11. I assign a project that requires students to do research. Yes (Y) (N) No
Explain: _____

12. During the past five years, do you find you have assigned
    - ( ) less reading material
    - ( ) about the same amount of reading material
    - ( ) more reading material

13. During the past five years, do you find you have assigned
    - ( ) less writing
    - ( ) about the same amount of writing
    - ( ) more writing

14. For those students who seem to be having difficulty with writing assignments, rank order what you believe to be the cause of their problems. Leave blank those items that do not apply.
Assign a 1 to the most common cause, 2 to second most common, etc. You may assign the same number to more than one item.
    - ____ Do not devote adequate time for writing assignments
    - ____ Do not seem to understand the assignment
    - ____ Do not organize information effectively
    - ____ Have difficulty with grammatical and mechanical aspects of writing.
    - ____ Other (explain) _____

15. What support can the developmental reading program provide that would be most helpful to students enrolled in YOUR classes?

_____

16. What support can the developmental writing program provide that would be most helpful to students enrolled in YOUR classes?

_____

RETURN TO YOUR DEPARTMENT CHAIR BY 11/24

Charles County Community College

MEMORANDUM

TO: Patrick Allen, Rex Bishop, Peg DeStefanis, John Maerhofer, Bill Montgomery, Vincent Mumford, Chuck Patterson, Tom Seremet

FROM: Edna Troiano ET

SUBJECT: Faculty Survey

DATE: October 29, 1999

At the August Academic Council meeting, I mentioned briefly that Kathy Colarusso is assessing the reading and writing skills that students need for success in college-level courses. To do so, she has prepared a survey asking all faculty of credit courses to report the type and amount of reading and writing they require of students. As a result of this survey, our department will evaluate the curricula for developmental reading and writing.

Please ask your office manager to distribute the cover letter and surveys on all campuses to all full- and part-time faculty in your department. If faculty teach in more than one discipline or teach different types of courses within one discipline, they will need multiple copies. We are asking faculty to return the surveys to the office manager by Wednesday, November 24. To make good decisions about developmental curricula, we need input about a wide range of courses, so please encourage your faculty to return the surveys.

Thank you for your cooperation.

Mitchell Road, P. O. Box 910, La Plata, Maryland 20646-0910 Phone (301) 934-2251 (D.C.) 870-3008 (St. Mary's) 884-8131

CHARLES COUNTY COMMUNITY COLLEGE

MEMORANDUM

TO: All full- and part-time faculty

FROM: Kathy Colarusso KC
Edna Troiano ET

SUBJECT: Faculty Survey

DATE: October 29, 1999

To assure that students are prepared for college-level work, we are assessing the reading and writing skills that students need for success in the courses you teach. Would you please fill out the attached survey so that we can determine the type and amount of reading and writing you require of students. We'll compile the information on the surveys and use the data to evaluate the developmental reading and writing curricula.

If you teach in more than one discipline or teach different types of courses within one discipline, please fill out a separate survey for each course or type of course. Extra copies of the survey are available from your department manager or from either of us. A well-designed developmental curriculum will improve your students' chances for success, but to make good curricular decisions, we need your input. Please return the surveys to your office manager by Wednesday, November 24.

Thank you for your cooperation.

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ATTACHMENT F

FACULTY SURVEY RESULTS
RAW SCORES AND PERCENTAGES

BIO=Biological and Physical Sciences
BUS=Business, Economics, and Legal Studies
FIN=Fine Arts and Humanities
LAN=Languages and Literature
MTH=Mathematics, Physics, and Engineering
NUR=Nursing and Health Technology
SOC=Social Sciences, Human Services, & Teacher Education
TEC=Technical Studies

Department	BIO	BUS	FIN	LAN	MTH	NUR	SOC	TEC	NONE LISTED	TOTAL
Number of forms completed	19	35	26	48	28	16	19	17	8	216
1. Course Level:										
1000	15	15	23	31	22	14	15	10	3	148
	79%	43%	88%	65%	79%	88%	79%	59%	38%	69%
2000	6	22	4	17	5	2	4	7	4	71
	32%	63%	15%	35%	18%	13%	21%	41%	50%	33%
2. The predominant format for my classes is										
classroom	11	28	22	34	27	10	16	13	6	167
	58%	80%	85%	71%	96%	63%	84%	76%	75%	77%
lab	11	4	4	11	1	3	0	6	1	41
	58%	11%	15%	23%	4%	19%	0%	35%	13%	19%
distance learning	0	0	0	3	0	8	0	0	1	12
	0%	0%	0%	6%	0%	50%	0%	0%	13%	6%
self-paced	0	1	2	0	0	0	0	0	0	3
	0%	3%	8%	0%	0%	0%	0%	0%	0%	1%
telecourse	1	3	0	0	0	0	3	0	0	7
	5%	9%	0%	0%	0%	0%	16%	0%	0%	3%

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Department	BIO	BUS	FIN	LAN	MTH	NUR	SOC	TEC	NONE LISTED	TOTAL
other (See Comments Section)	0	1	1	0	0	3	0	1	0	6
	0%	3%	4%	0%	0%	19%	0%	6%	0%	3%
3. Check all of the following materials that you assign students to read:										
textbooks	15	35	22	46	29	16	19	17	8	207
	79%	100%	85%	96%	104%	100%	100%	100%	100%	96%
journal articles	2	14	13	17	2	12	14	3	4	81
	11%	40%	50%	35%	7%	75%	74%	18%	50%	38%
lab manuals	10	1	0	1	4	5	1	6	0	28
	53%	3%	0%	2%	14%	31%	5%	35%	0%	13%
layman's books	1	1	2	3	0	1	4	0	0	12
	5%	3%	8%	6%	0%	6%	21%	0%	0%	6%
lecture notes	10	11	11	12	10	10	8	4	3	79
	53%	31%	42%	25%	36%	63%	42%	24%	38%	37%
literature (fiction, plays, poetry)	0	0	5	21	0	0	0	0	1	27
	0%	0%	19%	44%	0%	0%	0%	0%	13%	13%
online texts	3	7	3	22	0	3	1	3	3	45
	16%	20%	12%	46%	0%	19%	5%	18%	38%	21%
graphics (maps, graphs, charts)	8	9	4	4	11	7	7	0	0	50
	42%	26%	15%	8%	39%	44%	37%	0%	0%	23%
other (See Comments Section)	7	11	17	16	1	3	3	2	2	62
	37%	31%	65%	33%	4%	19%	16%	12%	25%	29%
4. Approximate number of pages of reading (including text) per semester you assign:										
0-200	7	4	5	2	10	1	0	1	0	30
	37%	11%	19%	4%	36%	6%	0%	6%	0%	14%
200-400	6	9	6	17	12	6	4	8	4	72
	32%	26%	23%	35%	43%	38%	21%	47%	50%	33%

Department	BIO	BUS	FIN	LAN	MTH	NUR	SOC	TEC	NONE LISTED	TOTAL
400-600	4	14	5	18	3	2	8	5	2	**61**
	21%	40%	19%	38%	11%	13%	42%	29%	25%	**28%**
600-800	2	5	3	3	2	3	7	2	2	**29**
	11%	14%	12%	6%	7%	19%	37%	12%	25%	**13%**
800-1000	0	2	3	5	0	3	0	0	0	**13**
	0%	6%	12%	10%	0%	19%	0%	0%	0%	**6%**
other (See Comments Section)	0	0	3	3	1	1	0	0	1	**9**
	0%	0%	12%	6%	4%	6%	0%	0%	13%	**4%**
5. Average level of difficulty of reading material										
high school/general audience	7	8	3	8	12	2	3	3	0	**46**
	37%	23%	12%	17%	43%	13%	16%	18%	0%	**21%**
undergraduate years 1 & 2	14	0	19	40	16	14	15	13	7	**138**
	74%	0%	73%	83%	57%	88%	79%	76%	88%	**64%**
undergraduate years 3 & 4	1	4	0	4	0	0	3	0	1	**13**
	5%	11%	0%	8%	0%	0%	16%	0%	13%	**6%**
graduate/professional	0	0	2	0	0	0	0	1	0	**3**
	0%	0%	8%	0%	0%	0%	0%	6%	0%	**1%**
6. How well would you say the majority of your students are able to handle their reading assignments in your course?										
not well	11	6	6	8	9	5	3	0	0	**48**
	58%	17%	23%	17%	32%	31%	16%	0%	0%	**22%**
adequately	6	20	14	30	18	7	11	10	6	**122**
	32%	57%	54%	63%	64%	44%	58%	59%	75%	**56%**
very well	2	7	8	11	1	2	4	6	2	**43**
	11%	20%	31%	23%	4%	13%	21%	35%	25%	**20%**
don't know	0	2	0	0	0	2	1	1	0	**6**
	0%	6%	0%	0%	0%	13%	5%	6%	0%	**3%**

Department	BIO	BUS	FIN	LAN	MTH	NUR	SOC	TEC	NONE LISTED	TOTAL
7. I use the following test/evaluation format: (Check all appropriate items)										
essays	6	13	19	41	4	6	14	7	7	117
	32%	37%	73%	85%	14%	38%	74%	41%	88%	54%
true-false	7	15	7	9	2	8	9	14	2	73
	37%	43%	27%	19%	7%	50%	47%	82%	25%	34%
short answer	15	18	13	32	10	7	13	12	2	122
	79%	51%	50%	67%	36%	44%	68%	71%	25%	56%
lab reports	8	1	0	0	4	1	1	6	0	21
	42%	3%	0%	0%	14%	6%	5%	35%	0%	10%
oral presentations	3	10	5	28	3	4	8	4	3	68
	16%	29%	19%	58%	11%	25%	42%	24%	38%	31%
multiple choice	14	31	12	18	10	16	14	16	6	137
	74%	89%	46%	38%	36%	100%	74%	94%	75%	63%
matching	3	5	1	2	1	6	8	6	1	33
	16%	14%	4%	4%	4%	38%	42%	35%	13%	15%
fill in the blanks	12	5	8	4	2	9	5	7	3	55
	63%	14%	31%	8%	7%	56%	26%	41%	38%	25%
problem solving	10	15	3	13	25	6	4	8	2	86
	53%	43%	12%	27%	89%	38%	21%	47%	25%	40%
collaborative efforts	4	9	6	30	5	8	4	2	1	69
	21%	26%	23%	63%	18%	50%	21%	12%	13%	32%
other (See Comments Section)	3	9	7	12	2	8	6	2	1	50
	16%	26%	27%	25%	7%	50%	32%	12%	13%	23%
8. When I give formal tests, my test questions come from (Check all the appropriate sources)										
text (written material)	10	28	17	41	25	16	16	15	7	175
	53%	80%	65%	85%	89%	100%	84%	88%	88%	81%
lecture	14	22	18	36	19	14	13	14	7	157
	74%	63%	69%	75%	68%	88%	68%	82%	88%	73%

Department	BIO	BUS	FIN	LAN	MTH	NUR	SOC	TEC	NONE LISTED	TOTAL
discussion	5	11	11	31	11	13	9	6	4	101
	26%	31%	42%	65%	39%	81%	47%	35%	50%	47%
a combination of	4	3	2	5	0	0	1	0	1	16
	21%	9%	8%	10%	0%	0%	5%	0%	13%	7%
other (See Comments Section)	3	5	12	2	9	6	3	1	0	41
	16%	14%	46%	4%	32%	38%	16%	6%	0%	19%

9. If you use writing assignments as an evaluation tool, please fill out the following.

research papers	1	9	11	33	0	4	9	5	6	78
	5%	26%	42%	69%	0%	25%	47%	29%	75%	36%
journals	0	2	4	7	1	9	7	0	1	31
	0%	6%	15%	15%	4%	56%	37%	0%	13%	14%
book reviews	0	1	6	4	1	3	3	0	0	18
	0%	3%	23%	8%	4%	19%	16%	0%	0%	8%
essays	2	6	7	34	2	0	7	0	3	61
	11%	17%	27%	71%	7%	0%	37%	0%	38%	28%
lab reports	7	2	0	0	4	0	1	4	0	18
	37%	6%	0%	0%	14%	0%	5%	24%	0%	8%
summaries	3	4	9	9	2	3	8	2	1	41
	16%	11%	35%	19%	7%	19%	42%	12%	13%	19%
other (See Comments Section)	0	6	8	21	3	10	7	3	2	60
	0%	17%	31%	44%	11%	63%	37%	18%	25%	28%

Type	See Comments Section
Number per semester	See Comments Section
Length (number of pages)	See Comments Section

Department	BIO	BUS	FIN	LAN	MTH	NUR	SOC	TEC	NONE LISTED	TOTAL
10. How well would you say the majority of your students are able to handle the writing assignments in your course (Check one)										
not well	10	6	6	6	2	4	2	0	1	**37**
	53%	17%	23%	13%	7%	25%	11%	0%	13%	**17%**
adequately	5	13	15	33	8	10	12	12	6	**114**
	26%	37%	58%	69%	29%	63%	63%	71%	75%	**53%**
very well	1	3	5	10	1	0	5	0	1	**26**
	5%	9%	19%	21%	4%	0%	26%	0%	13%	**12%**
don't know	1	3	1	0	0	0	0	1	0	**6**
	5%	9%	4%	0%	0%	0%	0%	6%	0%	**3%**
11. I assign a project that requires students to do research.										
Yes	3	17	20	38	2	12	11	8	7	**118**
	16%	49%	77%	79%	7%	75%	58%	47%	88%	**55%**
No	14	8	5	9	26	3	8	8	1	**82**
	74%	23%	19%	19%	93%	19%	42%	47%	13%	**38%**
Explain: See Comments Section										
12. During the past five years, do you find you have assigned										
less reading material	2	1	2	8	2	3	0	2	1	**21**
	11%	3%	8%	17%	7%	19%	0%	12%	13%	**10%**
about the same amount	16	22	19	32	20	5	17	13	6	**150**
	84%	63%	73%	67%	71%	31%	89%	76%	75%	**69%**
more reading material	0	7	0	3	2	8	2	1	1	**24**
	0%	20%	0%	6%	7%	50%	11%	6%	13%	**11%**

Department	BIO	BUS	FIN	LAN	MTH	NUR	SOC	TEC	NONE LISTED	TOTAL
13. During the past five years, do you find you have assigned										
less writing	1	1	5	3	2	4	3	4	0	23
	5%	3%	19%	6%	7%	25%	16%	24%	0%	11%
about the same amount of writin(	15	22	12	35	14	5	11	11	7	132
	79%	63%	46%	73%	50%	31%	58%	65%	88%	61%
more writing	2	6	4	5	3	6	5	1	1	33
	11%	17%	15%	10%	11%	38%	26%	6%	13%	15%
14. For those students who seem to be having difficulty with writing assignments, rank order what you believe to be the cause of their problems. Leave blank those items that do not apply. Assign a 1 to the most common cause, 2 to second most common, etc. You may assign the same number to more than one item.										
Do not devote adequate time for writing assignments										
Ranked 1	4	11	13	23	7	5	11	3	3	80
	21%	31%	50%	48%	25%	31%	58%	18%	38%	37%
Ranked 2	2	7	5	11	1	4	1	1	2	34
	11%	20%	19%	23%	4%	25%	5%	6%	25%	16%
Ranked 3	3	4	2	3	1	4	4	3	1	25
	16%	11%	8%	6%	4%	25%	21%	18%	13%	12%
Ranked 4	2	0	1	0	1	1	0	0	2	7
	11%	0%	4%	0%	4%	6%	0%	0%	25%	3%
Do not seem to understand the assignment										
Ranked 1	2	3	0	0	3	0	0	1	2	11
	11%	9%	0%	0%	11%	0%	0%	6%	25%	5%
Ranked 2	3	1	1	2	2	0	2	0	1	12
	16%	3%	4%	4%	7%	0%	11%	0%	13%	6%

Department	BIO	BUS	FIN	LAN	MTH	NUR	SOC	TEC	NONE LISTED	TOTAL
Ranked 3	6	1	3	11	2	1	3	0	0	27
	32%	3%	12%	23%	7%	6%	16%	0%	0%	13%
Ranked 4	2	6	7	7	0	6	5	5	3	41
	11%	17%	27%	15%	0%	38%	26%	29%	38%	19%
Ranked 5	0	0	0	1	0	0	0	0	1	2
	0%	0%	0%	2%	0%	0%	0%	0%	13%	1%
Do not organize information effectively										
Ranked 1	9	4	5	9	3	5	5	2	0	42
	47%	11%	19%	19%	11%	31%	26%	12%	0%	19%
Ranked 2	5	9	8	12	8	4	5	5	5	61
	26%	26%	31%	25%	29%	25%	26%	29%	63%	28%
Ranked 3	0	4	4	9	1	3	6	1	2	30
	0%	11%	15%	19%	4%	19%	32%	6%	25%	14%
Ranked 4	0	2	2	3	0	0	1	0	1	9
	0%	6%	8%	6%	0%	0%	5%	0%	13%	4%
Ranked 5	0	0	0	2	0	0	0	0	0	2
	0%	0%	0%	4%	0%	0%	0%	0%	0%	1%
Have difficulty with grammatical and mechanical aspects of writing										
Ranked 1	3	6	4	20	2	8	3	3	2	51
	16%	17%	15%	42%	7%	50%	16%	18%	25%	24%
Ranked 2	6	4	7	17	3	6	11	1	0	55
	32%	11%	27%	35%	11%	38%	58%	6%	0%	25%
Ranked 3	3	6	7	2	3	0	1	2	4	28
	16%	17%	27%	4%	11%	0%	5%	12%	50%	13%
Ranked 4	1	3	0	4	3	0	0	0	1	12
	5%	9%	0%	8%	11%	0%	0%	0%	13%	6%

Department	*BIO*	*BUS*	*FIN*	*LAN*	*MTH*	*NUR*	*SOC*	*TEC*	NONE LISTED	TOTAL
Ranked 5	0	0	2	0	0	0	1	0	0	3
	0%	0%	8%	0%	0%	0%	5%	0%	0%	1%
Other (See Comments Section)										
Ranked 1	1	3	0	3	0	1	2	0	1	11
	5%	9%	0%	6%	0%	6%	11%	0%	13%	5%
Ranked 2	0	0	0	3	0	0	0	0	0	3
	0%	0%	0%	6%	0%	0%	0%	0%	0%	1%
Ranked 3	0	0	1	3	0	0	0	0	0	4
	0%	0%	4%	6%	0%	0%	0%	0%	0%	2%
Ranked 4	0	0	3	1	0	0	1	0	0	5
	0%	0%	12%	2%	0%	0%	5%	0%	0%	2%
Ranked 5	1	0	1	0	0	0	0	1	0	3
	5%	0%	4%	0%	0%	0%	0%	6%	0%	1%

15. What support can the developmental reading program provide that would be most helpful to students enrolled in YOUR classes? See Comments Section

16. What support can the developmental writing program provide that would be most helpful to students enrolled in YOUR classes? See Comments Section

COURSE MASTER
READING 0980

CATALOG DESCRIPTION:

Students develop vocabulary, increase flexibility, and improve comprehension through systematic approaches to reading and interpreting written texts from college-level courses. The tuition charged is equivalent to a three-credit course. Grades for this course are pass, fail, or in progress.

PLACEMENT:

After taking the skills assessment in the Testing Center, students scoring below the cut level will be placed into Reading 0980. Students needing additional assistance may be referred to the Learning Assistance Center for tutoring, the Learning Assistance Lab for computer-assisted practice, or the Diagnostic-Prescriptive Learning Specialist.

PERFORMANCE OBJECTIVES:

The objective of the course is for students to read college-level texts in various academic areas, including representative chapters from college textbooks in various disciplines. Texts may include graphic material such as maps, charts, or photographs.

In order to meet this objective, students will perform the following activities using passages of increasing length and complexity:

- ✓ Identify the stated and implied main idea and supporting evidence
- ✓ Identify the organization and structure of texts
- ✓ Distinguish between literal and figurative language
- ✓ Distinguish between facts, judgments, and opinions
- ✓ Make inferences and draw conclusions from stated or implied information
- ✓ Respond to texts orally or in writing by summarizing or reacting
- ✓ Adjust reading strategies to accommodate various types of texts and levels of difficulty
- ✓ Develop strategies for coping with unfamiliar vocabulary using context clues and structural analysis
- ✓ Use study reading strategies, such as outlining, annotating, note taking, or mapping
- ✓ Develop self-awareness and self-monitoring strategies to cope with unfamiliar or complex texts

GRADING POLICY:

Students in developmental courses do not receive letter grades. The three final course grades for Reading 0980 are P (Pass), IP (In Progress), and F (Fail).

PASS—A grade of **P** indicates that students have completed the course requirements listed in the syllabus and maintained a C average. Professors should feel confident that students receiving a **P** will be able to read college-level texts.

IN PROGRESS—A grade of **IP** indicates that, although students may have completed assignments and progressed throughout the semester, they can not yet read college-level texts adequately. Professors should clarify with students receiving an IP the skills they need before they will be prepared for college-level reading. Students receiving an IP must repeat Reading 0980.

FAIL—A grade of **F** indicates that students have made little or no progress throughout the semester or have completed few of the assignments.

INCOMPLETE:

A grade of **I** (Incomplete) is given only when students, due to an emergency at the end of the semester, are unable to complete the last week or two of the course. An I is given only rarely in Reading 0980. Before giving a grade of I, the professor must confer with the department chair.

COURSE MASTER
ENGLISH 0990

CATALOG DESCRIPTION:

Students learn to write unified, coherent paragraphs. They learn to express ideas more effectively through a consideration of their audience and purpose, to arrange information to support clearly worded topic sentences, to write a variety of types of paragraphs, and to link paragraphs to form well-designed essays. The tuition for this course is equivalent to a three-credit course. Grades for this course are pass, fail, or in progress.

PLACEMENT:

Prior to registering for an English class, students must take a skill assessment in the Testing Center. Those students who do not place into English 1010 will be placed into English 0990. Although the skills assessment test has a high rate of accuracy, a few students may be inaccurately placed. Professors must reconfirm placement by having students write a diagnostic essay during the first week of class. Students who demonstrate that they can write a five-hundred word essay that would receive at least a C by college-level grading standards should be encouraged to withdraw from English 0990 and register for English 1010. Before a student can register for English 1010, the professor must request a Prerequisite Waiver form from the department.

PERFORMANCE OBJECTIVES:

- Write clear, complete sentences
- Write a variety of unified, coherent paragraphs that support a clear topic sentence with specific evidence
- Link paragraph to form effective college-level essays
- Learn to express ideas more effectively through a consideration of audience and purpose
- Edit and proofread
- Review and practice the conventions of Standard American English

COURSE ASSIGNMENTS:

Required assignments:

- A minimum of four paragraphs
- A minimum of three essays
- An in-class exit essay
- A review of the conventions of Standard American English

NOTE: All graded paragraphs and essays must be revised until the paper receives at least a C according to the college-level grading standards.

Optional assignments:

- Summaries and/or reactions to reading assignments
- Summaries of articles from professional journals, magazines, and major newspapers
- Journal writings that explore and evaluate their progress in their academic, workplace, or personal lives.

Activities:

- Peer review of paper
- Collaborative assignments and exercises

EXIT EXAM:

By the end of the semester, students should be able to write effective college-level essays. The exit exam consists of an in-class essay of approximately two-typed pages that receives at least a C by the college-level grading standards. Professors may assign a topic of their choice or may select one from the department files.

ACADEMIC ASSISTANCE:

Students needing assistance may be referred to the Learning Assistance Center for tutoring, the Learning Assistance Lab for computer-assisted practice, or the Diagnostic-Prescriptive Learning Specialist.

GRADING POLICY:

Students in developmental courses do not receive letter grades. The three final course grades for English 0990 are **P** (Pass), **IP** (In Progress), and **F** (Fail).

PASS—A grade of P indicates that students have completed the course requirements listed in the syllabus and have met the exit-level criteria (an essay of two or three typed pages) that would receive at least a C by the College Level Grading Standards. Professors should feel confident that students receiving a P will be able to complete English 1010 successfully.

IN PROGRESS—A grade of IP indicates that, although students may have completed assignments and progressed throughout the semester, they have not yet reached a level of competence adequate for English 1010. Professors should clarify with students receiving an IP the skills and writing experiences they need before they will be prepared for English 1010. Students receiving an IP must repeat English 0990.

FAIL—A grade of F indicates that students have made little or no progress throughout the semester or have completed few of the assignments.

INCOMPLETE:

A grade of I (Incomplete) is given only when students, due to an emergency at the end of the semester, are unable to complete the last week or two of the course. An I is given only rarely in English 0990. Before giving a grade of I, the professor must confer with the department chair.